Procedure 5.4 Arrangements for Student Engagement					
Prepared by	Ian Fleming	**Reviewed by**	Selin Doyan Ercan Erkus	**Approved by**	Canan E. Celik
Review No	7	**Next Review Date**	August 2022	**Approved on**	02/08/2021

Procedure Issued : April 2014

Procedure Owner : Principal / CEO

- ❖ This procedure is shared with our students and/or can be obtained:
  - o on our website https://docklandsacademy.co.uk/policies-and-procedures,
  - o on the desktops of all computers in the library on the top floor,
  - o by emailing us at info@docklandsacademy.co.uk.
- ❖ Also, our students are informed about the main aspects of the procedure in the Student Handbooks, Induction Seminar and Learning Agreement.
- ❖ The procedure is reviewed and monitored on a regular basis for currency and fitness as part of our Annual 1.9 Policy and Procedures Review.

The Academy attempts to determine the 'student voice' by means of a set of arrangements through which students are enabled to give their opinions and suggestions on Academy life in an open, honest, secure and constructive manner.

We believe that all students are entitled to contribute actively in shaping the educational experience they and their fellow students receive. Effective delivery of this procedure will give them the opportunity to do so. As well as assisting in student's learning and social development, such student involvement is also of active benefit to the Academy's performance. The Academy is committed to placing the student voice at the centre of planning and design of the wider curriculum and all Academy activities.

1. <u>Aims</u>

- to facilitate active student engagement in learning and the wider life of the Academy community,
- to nurture the skills and attitudes required to develop responsibility, independence, teamwork and communication skills through relationships between students and staff,
- to embed a culture where students have high expectations of themselves, their peers & Academy staff,
- to use our curriculum in order to develop students' leadership capacity and decision-making skills,
- to design appropriate curriculum and extracurricular opportunities for students to formally voice their views within and beyond the curriculum,
- to engage with students to provide the required standards education opportunities.

2. Necessary Components for Effective Student Engagement

- a safe environment where student views are collected in a structured way,
- clear parameters to the areas of Academy life where the student voice is appropriate and useful,
- visible outcomes to student engagement exercises,
- Academy staff, particularly lecturers, feel secure about and supportive of the student engagement procedures,
- a shared understanding of expectations and standards,
- a common language of learning amongst all members of the Academy community,
- students who are empowered to be active learners/

3. Roles and Responsibilities

3.1 Students
- to engage fully in their learning, developing a fuller understanding of their own progress and the importance of their contribution to the Academy's development,
- to take part constructively and responsibly in self and peer assessment exercises and in the evaluation of Academy activities (including teaching and lessons),
- to contribute to Student Representative Group meetings within and beyond their tutor group, improving verbal communication and discussion skills and developing their ability to negotiate, compromise and operate as effective team members,
- to take responsibility for their environment, academic progress, involvement in wider Academy life and behaviour.

3.2 Lecturers
- to be comfortable about receiving constructive criticism and to act upon it proactively,
- to regularly seek student feedback regarding teaching and learning activities through formal (e.g., questionnaires / surveys) and informal (e.g., conversations) to encourage and make use of student views,
- to use a wide range of assessment for learning techniques, in particular self and peer assessment, to encourage debate about targets, progress and standards,
- to embed learning to learn strategies through lesson planning and delivery,
- to offer students the opportunity to plan, deliver and resource a section of occasional lessons (e.g., starter or plenary session).

3.3 Academic Department Management
- to ensure assessment for learning, learning to learn and opportunities to increase independent learning skills are embedded in schemes of work and resources,
- to use student feedback as a key strategy to monitor and evaluate the quality of teaching and learning,
- to promote opportunities for students to take ownership of their learning.

3.4 The Academic and Advisory Board
- to provide every student with the opportunity to contribute to student engagement activities,
- to devise clear structures and systems to promote student engagement,
- to provide a budget to properly resource student engagement activities,
- to use regular student feedback data to inform planning, teaching and learning strategies and wider Academy life,
- to promote the work of the Student Committee through facilitating student contributions.

3.5 Student Services Staff
- to understand the importance of student engagement in the life of the Academy,
- to effectively carry out student engagement surveys which fall within their remit,
- to act upon the outcomes of student engagement surveys which impact upon their department/area.

3.6 Board of Governance Members
- to support projects and development of the student engagement agenda,
- to request a student engagement update as part of the Quality Review (Self-Assessment and Annual Programme Monitoring) each academic year.

4. The Student Committee

4.1 The Student Committee consists of student representatives and has the following duties:

- to discuss student-related issues,
- to promote communication between students through meetings, conferences, newsletters and the Internet,
- to advise the Academic and Advisory Board in matters concerning the support and development of students.

4.2 The Student Committee meets three times per academic year and reports its discussions and decisions to the Academic and Advisory Committee.

5. Related Documents

5.1 Policies

- **2** Academic Management
- **3** Teaching Learning Assessment
- **4** Admissions
- **5** Student Support, Engagement and Learning Resources
- **7** Information

5.2 Procedures
- **1.5** Equal Opportunities
- **1.9** Review and Revision of Policies and Procedures
- **2.11** Pearson Registration
- **2.13** Access and Participation Statement
- **3.1** Expectations of Staff in Teaching Delivery
- **3.3** Encouraging Independent Learning
- **3.4** Tutorial Arrangements
- **3.5** Assessment Expectations
- **3.8** Feedback to Students
- **3.9** Remote Learning
- **4.1** Enrolment and Selection
- **4.3** Recognition of Prior Learning (RPL)
- **4.4** Attendance Monitoring
- **4.6** Student Induction
- **5.1** Student Code of Conduct

- **5.2** Welfare Services and Pastoral Care
- **5.3** Equality, Diversity and Special Needs
- **5.5** Library Procedures
- **5.7** Reviewing Learning resources
- **7.1** Review and Sign off PI
- **7.4** HE Public Information

5.3 Terms and Conditions

5.4 External Reference Points

- **Office for Students (OfS) Requirements and Guidance** at *https://www.officeforstudents.org.uk/advice-and-guidance/regulation/*
- **UK Quality Code Advice & Guidance – Admissions, Recruitment and Widening Access** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/admissions-recruitment-and-widening-access*
- **UK Quality Code Advice & Guidance – Assessment** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/assessment*
- **UK Quality Code Advice & Guidance – Concerns, Complaints and Appeals** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/concerns-complaints-and-appeals*
- **UK Quality Code Advice & Guidance – Course Design & Development** at *https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/course-design-and-development*
- **UK Quality Code Advice & Guidance – Enabling Student Achievement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/enabling-student-achievement*
- **UK Quality Code Advice & Guidance – External Expertise** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/external-expertise*
- **UK Quality Code Advice & Guidance – Monitoring & Evaluation** at *https://www.qaa.ac.uk//en/quality code/advice-and-guidance/monitoring-and-evaluation*
- **UK Quality Code Advice & Guidance – Learning and Teaching** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/learning-and-teaching*
- **UK Quality Code Advice & Guidance – Student Engagement** at *https://www.qaa.ac.uk//en/quality-code/advice-and-guidance/student-engagement*
- **Higher Education Code of Governance** (Committee of University Chairs, December 2014) at *https://www.universitychairs.ac.uk/wp-content/uploads/2020/09/CUC-HE-Code-of-Governance-publication-final.pdf*
- **Association of Employment and Learning Providers (AELP) principles of Good Governance for Independent Training Providers** at *https://www.aelp.org.uk/media/2595/code-of-governance-final-sept-2018.pdf*
- **OIA The Good Practice Framework for Complaints and Appeals** at *https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/*
- **OIA The Good Practice Framework: Handling Students Complaints and Academic Appeals** at *https://www.oiahe.org.uk/media/1859/oia-good-practice-framework.pdf*
- **Pearson Recognition of Prior Learning Policy** at *https://qualifications.pearson.com/content/dam/pdf/Support/policies-for-centres-learners-and-employees/Recognition_of_prior_learning_and_process_policy.pdf*
- **UKCISA Code of Ethics** at *https://www.ukcisa.org.uk/Membership/Codes-of-practice/Code-of-ethics*
- **Equality Act – 2010** at *https://www.legislation.gov.uk/ukpga/2010/15/contents*
- **Related QAA guidance: Understanding assessment: its role in safeguarding academic standards and quality in higher education: [Sept 2012]**